

Highshore School Self Evaluation 2022 -2023 – School Context

Previous Inspection Date: November 2017	Judgement: GOOD	SPT School Improvement Partner: Deidre Fitzpatrick										
Pupils on roll	Actual: 151	Commissioned: 153										
Age range of pupils: 11 - 19	Boys: 97 (64%)	Girls: 54 (36%)										
Needs type	ASD	MLD	PD	OTH	PMLD	SLD	SEMH	SPLD	SLCN			
	51	11	25	17	1	10	4	16	16			
	33.8%	7.3%	16.6%	11.3%	0.7%	6.6%	2.6%	10.6%	10.6%			
Ethnicity	Any Other Asian Background	3	2.0%	Black African	17	11.3%	Kosovan	1	0.7%	White and Black African	5	3.3%
	Any Other Black Background	3	2.0%	Black Caribbean	20	13.3%	Other Black	1	0.7%	White and Black Caribbean	4	2.7%
	Any Other Ethnic Group	5	3.3%	Black Ghanaian	7	4.6%	Other Black African	9	6.0%	White British	34	22.5%
	Any Other Mixed Background	4	2.7%	Black Nigerian	6	4.0%	Pakistani	1	0.7%	White English	1	0.7%
	Any Other White Background	2	1.3%	Black Sierra Leonian	7	4.6%	Refused	3	2.0%	White Other	2	1.3%
	Asian and Any Other Ethnic Group	2	1.3%	Black Somali	3	2.0%	Turkish	1	0.7%	Other White British	1	0.7%
	Bangladeshi	5	3.3%	Chinese	1	0.7%	White and Asian	1	0.7%	White western European	1	0.7%
Pupil Premium/Non	Pupil Premium: 91 (60%)					Non-Pupil Premium: 60 (40%)						
Number of LAC/ PLAC pupils	1 (0.7% of population)											
Communication needs	Verbal	Non-Verbal				Sign	Comm Book			VOCA		
	135	10				77	4			12		
	89.4%	6.6%				51.0%	2.6%			7.9%		
Attendance	(2019-2020) 75.6% (school policy benchmark 95% or above expected attendance) (2020-2021) 76.5% (2021-2022) 90.0%											
Previous inspection outcomes: (Nov 2017). Leaders & those responsible for governance should ensure that: <ul style="list-style-type: none"> • there is greater consistency in matching tasks to pupils’ abilities in lessons, especially for the most able • the school continues to develop appropriate external accreditation opportunities • a whole-school assessment framework is developed that is used consistently well by staff & measures pupils’ progress across a range of subjects 												

Overall Effectiveness: GOOD

Note: Quality of Education is a limiting judgement & therefore 'Overall Effectiveness' cannot be higher than the grade judgement given to this element of the framework. For 'Outstanding', 'Good' or Requires Improvement' to be given 'safeguarding' is effective.

The Quality of Education: GOOD

Evaluative Statements based on practice & impact

For Outstanding to be awarded the school meets all of the criteria for 'good' securely & consistently & the quality of education provided is exceptional

<p>Key words/ notes from 'good' to support judgements</p>	
<p>Intent: Curriculum is ambitious Curriculum designed so that all pupils succeed including disadvantaged & SEND (or clear action plans that will enable this to happen) Curriculum coherently planned & sequenced to enable cumulative sufficient knowledge & skills Meets needs of SEND Pupils study the full curriculum</p>	<p>CURRICULUM: Our ambitious, progressive curriculum secures positive outcomes, preparing pupils well for life post school; it embeds our vision/ values enabling pupils continued development of academic skills within Literacy/ Numeracy & access to a study of a broad range of subjects (including those delivered off-site) securing equity, leading some to the pursuit of more formal qualifications & employment. It does not narrow; no pupil is disadvantaged by the curriculum studied. Classes are conducive in meeting pupil needs; planning is appropriate via the identification of next steps in learning using assessment outcomes effectively (Highshore Steps). A robust QoE audit identified required developments/ completion time lines of a broader range of NC subjects (Literacy/ Reading, PE, & Computing) retaining our collective focus upon the intent of specific subject delivery (publication of curriculum maps), some were delayed by COVID restrictions. Strategically planned/ processes used in the design & successful implementation of Maths (Power Maths) & English (RWI and T4W) have been cascaded to secure subject success. Any work-load issues are successfully addressed via the allocation of additional PPA which ensure leadership remains focused & distributed. MLs are supported well by the SLT enabling them to be highly proactive in leading planned changes to the curriculum, achieved via the work of the SLT. Job specifications informs roles/ responsibilities securing accountability. MLs are able to talk about sequential learning in the curriculum areas developed with more confidence & can say why their subject is effective. Planned monitoring schedules facilitate a programme of peer observations in Maths/ Literacy/ complex classes aimed at observing our curriculum in action & ways to strengthen current practice. Our organised approach enables MLs to evaluate the impact of their work (including the effectiveness of staff CPD) culminating in the publication of developed curriculum maps evidencing effective subject organisation/ delivery which include subject specific key vocabulary, strengthening learning further. Subject learning, when fully developed, will build across the school, remain informed, coherently planned & sequenced (building knowledge in the right order/ broken down into smaller component parts) identifying planned end of year subject specific concepts, skills & knowledge from KS3 – 5. It will remain highly effective in meeting pupil need. Our curriculum prepares pupils well for their next stage, subsequent subject teaching widens (life skills/ WRL/ Enterprise) with an additional focus upon the development of Functional Skills (FS from KS4) to provide pupils with the skills & abilities encouraging them to take an active & responsible role in their communities, everyday life & the workplace (if/ as appropriate). Our intent is reflected within class timetables. High quality resources/ learning environments, facilitate personalised learning outcomes securing meaning & relevance to lesson content identifying planned opportunities for pupils to build & apply skills learned in a practical way. Curriculum delivery remains effective enabling pupils to engage with situations in the real-world/ increasingly complex situations (e.g. – work experience). We aim to further develop pupil progress within FS skills. As such, the development of our accreditation framework/ offer is planned to ensure the award of certificates etc hold true value/ meaning which demonstrates progress within student learning.</p>
<p>Implementation: Teachers have good knowledge of subjects they teach Leaders provide support for those teaching outside their subject Teachers present subject matter</p>	<p>Our progressive/ highly personalised curriculum delivery (personalised learning routes) identifies 60% of pupils are subject specific learners (schemes of work are currently being developed), remaining complex needs pupils access subjects as a 'vehicle' to address pre-requisite skills (behaviour/ communication & interaction/pre-learning skills). Effective implementation of personalised strategies address pupil's bespoke learning/ engagement needs, incorporating EHCP outcomes via personalised learning outcomes which inform class-based practice (e.g. – delivery of SaLT/ behaviour plans, using sensory based approaches to implement) & informed use of resources (e.g. – TA ratio/ personalised timetables/ TEACHH time etc). Self-evaluation identifies further ICT development (resources/ iPads/ AAC devices) to increase pupil engagement even further, strengthening our collaborative practice to ensure such devices have their desired impact/ remain outcome led. Planned work will include staff CPD & continued parent workshops attended by the SaLT/ AAC team. Pupils are prepared well on entry; well-embedded transition processes secure a holistic approach to information gathered & accuracy within baseline (formal assessment within Literacy & Numeracy). Person centred planning incorporates advice & guidance from therapeutic teams, teaching remains highly responsive to pupil needs. Our highly</p>

clearly & promote discussion
 Teachers check pupils understanding & address misconceptions
 Teachers help pupils remember long term & integrate new knowledge into larger ideas
 Leaders ensure that assessment is used well & does not increase workload
 Environment & resources support learning
 Pupils' work is demanding & planned & sequenced to enable sufficient knowledge
 Reading is prioritised; there is a rigorous & sequential approach developing fluency, confidence, & enjoyment. Pupils read widely & often
 Attainment in reading is regularly assessed & addressed
 Reading books connect closely to phonics knowledge taught
 The focus on reading & skills to communicate give them foundations for future learning
 Teachers have effective speaking,

successful strategy facilitates accuracy in aligning the intent of the curriculum to pupils personalised learning/ cognitive needs at the very beginning of their school career. Art is a key strength of the school as recognised by the school improvement partner; to strengthen our offer even further, development is currently focusing upon securing the curriculum identifies both breadth and balance within the long-term planning framework. Key skills being addressed/ bespoke art assessment outcomes to ensure learning builds towards identified end points. The art lead has identified a development plan using monitoring outcomes obtained to inform all planned developments. Class timetables effectively organise topic-based curriculum delivery, affording breadth, balance & relevance within subjects studied. Subject maps developed succinctly identify the intent, implementation & impact & additionally identify how the areas of communication, independence & self-help are addressed; the development of LT & MT planning will secure effective implementation. Planned development will identify how subjects can become interconnected securing learned facts & knowledge build/ remain transferable, enabling pupils to make meaningful connections across their curriculum offer. Pupils enjoy their lessons (85%), 98% of parents agree the school expects their child to do their best.

Teaching & learning observations by MLs/ SLT evidence the majority of teaching within the school is good, some evidence outstanding, supply staff teaching is effectively monitored. Observations inform staff CPD to further secure high quality curriculum access for all pupils.

ASSESSMENT: Addressing previous inspection developments led to effective implementation of assessment systems which underpin the teaching/ personalised delivery of the curriculum (Highshore Steps) Teachers are able to produce clear next steps, effectively differentiating learning, demonstrating challenge in learning presented using assessment outcomes accordingly (evidenced through lesson observations/ workbook scrutiny) enabling opportunities for pupils to embed knowledge, building upon what they know, can do, leading towards the identification of any gaps in pupil knowledge.

Embedded EHCP outcomes (personalised learning outcomes) are monitored daily/ weekly securing successful implementation. Our bespoke assessment system (Special School tracker) secures effective baseline/ monitor/ evaluate the implementation within Communication, Physical and Sensory areas providing an informed framework to address personalised learning & provision, securing such learning builds towards longer term AR outcomes. As this development is in its early stages, the assessment lead is currently monitoring the quality of targets identified to ensure learning builds towards identified end points.

Pupil baseline (Highshore Steps - Literacy & Numeracy) informs accuracy in identifying pupils starting points informs teacher planning, enabling effective differentiation. Half termly data drops provide further focus on monitoring pupil progress securing all learning builds, provides sufficient challenge & opportunity to identify any pupil not making at least the anticipated progress/ gaps in learning. Our collective work is highly proactive, input & support from the Pupil Intervention Team leads to the identification of bespoke interventions, design of discreet teaching groups, enhanced staffing ratios & any required re-visit of prior teaching content etc.

ML/ SLT Literacy & Numeracy moderation examines a wide range of evidence verifying teacher assessment (pupil progress) e.g. - work books/ samples (successful implementation of the marking & feedback policy) identifying any trends, threads, assessment misconceptions which inform future CPD. Wider opportunities for moderation meetings will resume again following enforced COVID restrictions, working successfully within the Specialist Learning Partnership.

PHONICS/ READING: The development of phonics/ reading has been a school priority; well laid plans include the development of the reading lead (robust plan/ SLT support) to ensure programmes & subsequent nationally recognised (RWI) schemes adopted offer a systematic, synthetic approach designed to develop pupils' vocabulary, language comprehension & love of reading encouraging them to communicate/ begin to/ read, securing further curriculum access. All pupils are in receipt of a phonics baseline (starting point) to ensure we hold accurate & up to date information relating to phonic/ reading needs of the school (individual pupils). Effective phonics CPD has led to a more informed & organised school offer (discreet, daily delivery of phonics & subsequent assessment informing effective differentiation/ planned learning - next steps). Following training, observations identified wider staff knowledge/ confidence in the consistent delivery of phonics; peer review is planned. The development of handwriting is informed via the writing policy & newly published Highshore writing steps which guides the assessment practice of the school; writing skills are strengthened within the delivery of the curriculum encouraging pupils to use & apply their skills in meaningful ways – e.g. – through English/ creative writing/ poetry lessons.

Parents are provided with information (including short on-line presentations) assisting them to effectively support their child's developing phonics/ reading at home.

Teachers report to parents on pupil progress; phonics/ reading ability (levels) will be cascaded including the publication of reading schemes used on the school website.

READING – Our developing offer has led to the purchase & adoption of the Bug Club reading scheme, which will successfully embed a whole school reading approach to meet pupils needs, reading time is delivered daily. Effective use of assessment (all pupils are in receipt of an accurate phonics/ reading baseline) inform personalised reading interventions. Scheme adoption/ on-going reading assessments via the newly published Highshore reading steps will successfully lead to planned next steps for all pupils ensuring accuracy in implementation, securing learning remains part of an informed continuum. Enhanced reading resources connect closely to the development of phonics

<p>listening, writing, & reading skills</p>	<p>knowledge, providing pupils with the foundations for future learning. Resources are now suited to the ability level, needs & interests of pupils, there is a good balance of genre used across the curriculum. The reading environment is developing, aimed at further enhancing a reading culture. Future developments will identify the reading level of available books, including the further development of the school library which all classes access; pupils/ their families can access this resource during school holidays. Functional reading (reading for meaning) is evidenced within the wider curriculum (SEN Press) – e.g. – Enterprise sessions facilitate opportunity to strengthen & underpin functional reading via the development of a social sight vocabulary, as this area develops, we aim to create a more immersive environment which provides opportunities for pupils to widen their functional reading ability.</p> <p>MATHS: Our effective maths mastery programme (Power Maths) designed to help pupils build a deeper understanding of maths concepts, is sequenced & coherently planned. Agreed priorities for implementation provided effective CPD facilitating a programme of peer observations focusing upon how our maths offer is delivered to ensure no pupil is disadvantaged by the maths education received. Teachers have successfully baselined all pupils (Highshore Steps) identifying current maths skills/ abilities; planned data drops & ongoing monitoring (learning walks/ lesson observations) will determine the impact of our maths mastery programme/ delivery upon pupil progress. Our bespoke Highshore steps assessment ensures all maths areas studied by the pupils are appropriately planned/ sequenced based upon what they know/ can do which ensures their learning builds towards key concepts/ skills outlined within the appropriate programmes of study.</p> <p>PSHE/ RSHE: Further development of our bespoke relationships curriculum/ staying safe (including when on-line) underpins the revised DfE framework & PSHE Association (SEND) facilitating successful implementation. Whole school CPD will ensure effective teaching delivery secures informed learning. Our relationships scheme is designed to enable access to formal sex education classes/ single sex bespoke groups/ 1: 1 teaching sessions when pupils cognitive ability demonstrates an understanding of key concepts & facts. The content of our relationships scheme of work focuses upon pupils behaviour/ skills of interaction in the wider world and online by encouraging/ enabling them to make more meaningful & informed friendships & ways to stay safe within these.</p>
<p>Impact: Pupils achieve well reflected in results from national tests & examinations Pupils ready for the next stage of education, employment, or training; they have knowledge & skills they need to allow them to go on to destinations that meet their interests & aspirations. Pupils with SEND achieve best possible outcomes Work across the curriculum is of good quality. Apply mathematical knowledge, concepts, & procedures appropriately</p>	<p>We remain an adaptive/ reflective school, evidencing robust self-evaluation principles & processes to effectively monitor & evaluate our curriculum; Govs Curriculum sub-committee use MLs reports & presentations to focus upon specific subject development, minutes evidence challenge/ support. Govs have received additional CPD examining the QoE framework as detailed within the school inspection handbook, to secure further understanding of the school’s curriculum offer/ design providing them with further means to hold the school to account as their understanding of what constitutes a good offer has improved. ML/ SLT monitoring schedules identify the effectiveness of our collective work; staff CPD remains informed matching staff & whole school need to successful curriculum implementation.</p> <p>Robust phonics/ reading development identify pupils reading ability informing planning, teaching & personalised reading routes leading to functional reading/ reading for meaning as pupils move through the school. On-line assessment systems inform next steps, as a result, learning remains coherently planned/ sequenced, identifying appropriate challenge enabling pupils to achieve well in their development of reading. Monitoring has evidenced clear baseline assessments for all pupils in phonics. Pupils identified as unable to access phonics have been placed on a functional word programme.</p> <p>Effective implementation of our Maths programme uses robust assessment outcomes which ensure pupils mathematical skills & concepts builds over time. Effective staff CPD strengthened/ deepened subject knowledge leading to informed teaching & learning, no pupil is disadvantaged by their maths offer. Pupil progress meetings evidence the impact of our work. CPD (Maths, Phonics, Reading) ensures suitable subject knowledge, informing effective class delivery. Planning accurately reflects teacher assessment, evidencing high levels of differentiation. By using the bespoke framework pupil outcomes are better focused and presents greater opportunities for challenge. Subsequent moderation meetings ensure consistent practice across the school.</p> <p>Pupils aspirations & interests are reflected within our curriculum informing school-based resources & subsequent world of work visits/ experiences; data identified 98% (2021/22) of pupils benefited from a work experience visit/ placement to further develop skill sets, meeting their known aspirations/ interests. Appropriate developing curriculum content will provide further opportunity for the development of work-related learning (in school KS3/ wider community context KS4 - 5), preparing pupils further for their next stage. Exam offer review/ focus upon assessment outcomes are being examined to determine suitable routes for the pursuit of national accreditation, tests, or examinations. The developing effective use of assessment establish where/ when such routes hold value/ meaning leading some pupils to the pursuit of more formal qualification pathways.</p> <p>DESTINATION DATA: Data evidences the impact of our Careers offer (facilitated by our Careers Education officer/ structured careers programme KS3 - 5); 97% of pupils are successful in reaching their desired post school destination evidencing the success of the school in preparing all pupils well for their next stage.</p>

Further research of best practice (Gatsby development plan) is leading to an effective careers programme which is being designed to enable pupils to achieve optimum career outcomes; the recently rolled out implementation of the Talentino programme will inspire pupils to widen their aspirations & remain involved in post school decisions. Equity in work experience placements/ work-based visits are evidenced via our liaison with local employers, seeking opportunities for pupils to continue to develop their skills, knowledge & understanding of the world of work in wider context. (Placements visits will re-commence following previous COVID restrictions). Pupils develop excellent attitudes to learning, enjoying their time in school as reflected in the pupil/ parent views held (85% pupils/ 93% parents).

Evidence to support:

Quality of Education Next Steps:

- Develop the bespoke SS Tracker to evaluate the implementation of EHCP outcomes (IEPs)
- Embed relationships teaching across the school. Enable teachers to teach the new relationships curriculum through training opportunities & regular meetings to support colleagues
- Develop use of AAC devices for individual pupils so as to enable more effective learning. Review the use of iPads for complex classes in order to facilitate learning
- Resource, plan & implement new phonics programme for relevant pupils
- Embed use of library space for pupils & families, continue to develop library resources
- Source the best possible internal and external work experience placements & visits which enhance the school-based offer & challenge pupils
- Carefully target external examinations & review exam offer so that pupils achieve as much success as possible
- Facilitate a programme of peer observations in Maths/ Literacy/ Complex classes to share & develop good practise
- Embed Power Maths across the school, supporting colleagues in teaching the new programme
- Ensure all National Curriculum subjects have a clear curriculum map in place linked to school aims & values
- To upskill complex needs teachers on the use of sensory resources in teaching & learning. Enable spaces/ equipment & resources, facilitate on/offsite experiences for Sensory learning during curriculum time & after school clubs/ holiday programmes

Behaviour & Attitudes: GOOD

Key words/Notes from 'good' to support judgements	<p align="center">Evaluative Statements based on practice & impact</p> <p align="center">For Outstanding to be awarded the school meets all the criteria for 'good' securely & consistently</p>
<p>High expectations for behaviour. Expectations applied consistently, fairly, reflected in behaviour</p> <p>Low level behaviour is not tolerated, leaders support teachers in managing behaviour</p> <p>Pupils adopt appropriate routines</p> <p>Bullying, aggression, discrimination, & derogatory language are rare; tackled quickly & effectively</p>	<p>High expectations for pupil behaviour fully informs personalised provision addressing pupils developing communication & behaviour needs facilitating increased engagement/ curriculum access. Discreet lessons (Play Skills, SoCo, Carousel) designed to strengthen pupils pre-requisite skills are purposefully planned & effectively implemented. Observations identify & celebrate their achievements particularly in developing their relationships towards others; pupil views data acknowledges they enjoy receiving praise & certificates for their work (88%). Pupils' recognise they benefit from bespoke targets (87% agree they know they need to work hard & learn ways to become a good citizen). Relationships between staff & pupils is strong, staff know pupils well enabling them to remain highly skilled/ proactive in responding to individual need.</p> <p>Highly effective classroom management include bespoke school-based routines & teaching methods which influence pupils behaviour. Successful strategies include sensory movement breaks/ TEACCH schedules encouraging pupils to adopt appropriate routines increasing their personal autonomy & independence to manage change/ transitions. AAC systems which are being monitored encourage skills of communication/ interaction furthering pupils thinking & negotiation skills (offering of choices informing decision making); work with parents (parents evenings including workshops with SaLT support) ensures planned & successful approaches are shared/ understood.</p> <p>BEHAVIOUR: Our well embedded behaviour management policy fully informs practice; behaviour incidents are logged & analysed determining the effectiveness & impact of comprehensive plans, these additionally inform the HT report to Govs outlining the highly proactive & successful measures taken by the school.</p> <p>In relation to the number of pupils on roll, we identify a very small number of pupils (15) who require a Behaviour Management Plan/Risk Assessment evidencing the success of proactive measures leading to a reduced number of plans initiated. Plans are altered/ amended in light of logged information to ensure they remain conducive to pupil need. Staff are in receipt of up-to-date Team Teach training, which is used effectively, the number of behaviour incidents recorded by the school remain low evidencing the high skill set of staff. Pupils feel safe in school (85% agree). Parents agree their child is safe in school (98% strongly/ agree).</p> <p>There are no records of permanent exclusions demonstrating the success of the school in managing complex behaviour. Internal exclusions (agreed with parents), enables pupils to continue to engage in their education in the school environment. Highly individualised plans often formed through the support of our Pupil Intervention Team</p>

<p>Demonstrable improvements of behaviour & attendance of pupils with particular needs Pupils' attitudes to education are positive. Pupils are committed to learning, know how to study, are resilient & take pride in achievements High pupil attendance & are punctual to school & lessons Appropriate action is taken when this is not the case Fixed term exclusions are used appropriately, & effective reintegration occurs Relationships between pupils & staff are positive & respectful Pupils are safe & feel safe</p>	<p>(collaborative working/ wider range of professionals) identify successful strategies & personalised interventions designed to support pupils fluctuating well-being needs. These provide pupils with informed opportunities to reflect upon any targeted incidents of aggression exhibited, equipping them with strategies to plan ways forward developing their sense of personal responsibility towards others (behaviour contract), this is a key strength of the school. Information sharing with parents & school staff promotes consistency in the strategies (personalised programmes) & resources adopted. This has resulted in better engagement from students within lessons leading to increased learning time. We identify an informed approach to any pupil who may receive their education off site (the management of a medical condition/ transition to another school); effective monitoring includes weekly phone calls by the class teacher (logged) & medical lead securing a robust overview; evidenced as highly successful during the restrictive practice of the school caused by the pandemic. To ensure learning remains informed, purposeful & motivating, we identify key fund-raising projects aimed at enhancing our school environment & resources. Success has included a new work-experience classroom/ equipment, which extends on & offsite work experience enhancing pupil skills. Inclusive learning opportunities are effective - e.g. - sensory learning/ extension of after school clubs/ holiday programmes accessed by pupils & their families. Staff CPD (sensory learning/ soft play) have ensured such resources are used optimally. School displays are monitored; they are accessible, purposeful & reflect our school aims & values demonstrating/ celebrating pupil achievements further evidencing their enjoyment of school life & all it has to offer. From monitoring displays are now more focussed on evidencing student learning, the school is continuing to develop expectations to guide teacher/ staff on the purpose of displays. Pupils feel valued - pupil data - I receive praise & certificates - 88%. Parents tell us they know the schools expects their child to do their best (98% strongly agree/ agree) & are happy with their child's progress (92%).</p> <p>The developing Relationships/ RSHE curriculum/ scheme of work is constructed to provide pupils further opportunity to develop the skills knowledge & understanding of how to build positive relationships/ skills & understanding of personal safety including on-line safety. The implementation of our bespoke scheme is currently being monitored. Our bespoke Highshore Steps provides an informed framework to address personalised learning & provision, we will continue to monitor the impact of this upon pupils behaviour/ engagement evaluating the impact of bespoke targets designed.</p> <p>ATTENDANCE: The HT/ Govs monitor pupil attendance. The FSW is highly pro-active in seeking information relating to any pupil non-attendance, liaising closely with the DSO upon information obtained. Reports examine if there is any correlation between attendance & safeguarding effectively underpinning the schools safeguarding policy & procedures. Attendance data identifies a sharp increase since COVID restrictions have eased meeting national figures for absenteeism within the special school. HT reports analyse year group attendance with a robust analysis of trends/ patterns which may impact upon attendance data, (e.g. – COVID related/ behaviour/ health & welfare). We hold a well-organised system (Scholarpack MIS) to record any incidents of low-level bullying, any incident is robustly examined, informing future action. Analysis evidences that perceived incidents of bullying identify tensions between friendships/ breaking of friendships & the management/ pupil understanding of this. Our developing Relationships SoW aims to provide further opportunity to develop pupils skills & understanding of how effective relationships are established/ maintained. Parents have been provided with information outlining what constitutes bullying to aid further understanding.</p> <p>The school council represents the school community well, meeting on a regular basis, minutes of meetings evidence impact. They are highly proactive, acting as ambassadors for their peers seeking views/ opinions discussing the information obtained, pitching their ideas to Govs, they hold a budget to implement improvement ideas. The impact of their work can be seen via the publication of the Friendship Charter, & information relating to ways pupils can develop healthier lifestyles, hobbies & interests.</p>
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Evidence to support:

Behaviour & Attitudes Next Steps:	<ul style="list-style-type: none"> ➤ Enable spaces/ equipment & resources, facilitate on/offsite experiences for Sensory learning during curriculum time & after school clubs/ holiday programmes ➤ Identify key projects requiring funding in order to target fundraising. Completion of new classroom in good time, management of site during build
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Personal Development: GOOD	
Key words/Notes from 'good' to support judgements	Evaluative Statements based on practice & impact For Outstanding to be awarded the school meets all the criteria for 'good' securely & consistently

The curriculum provides for pupils' **broader development** including **spiritual, moral, social, & cultural development**

The curriculum & school's work support pupils to develop **strength of character** & supports pupils to develop **resilience, confidence & independence** & lead a **healthy & active lifestyle**

They have an **age-appropriate understanding of healthy relationships**

The school provides opportunities to develop **talents & interests**

The school prepares pupils for life in modern Britain by developing **British values**

The school promotes **quality of opportunity & diversity, & pupils engage with views & beliefs different from their own**

The school provides pupils with the opportunity to know how to be **responsible citizens**, contributing positively to society

For secondary aged pupils the school provides **unbiased information** about next steps & **high-quality careers guidance**

The PD of all pupils is a considerable strength of the school. We go above & beyond in the active pursuit of developing pupils health/ well-being adopting a highly proactive approach, recognising the impact of our collective developments on improving pupils outcomes. A wide range of structured experiences, evidenced through our curriculum / extra-curricular activities (breakfast/ lunchtime/ after school clubs) promote PD in a coherently planned way. Strategically planned high quality teaching/ learning environments provide high quality resources designed to meet pupil PD needs; to enable pupils to access their learning/ understand their learning outcomes, teachers provide 'pupil friendly' outcome sheets to guide their engagement/ learning purpose within lessons. Our pupil survey indicates 85% of pupils enjoy their school offer. Well embedded extra curricula clubs provide opportunities for pupils to continue to pursue hobbies/ interests/ adopt healthier lifestyles alongside the pursuit of meaningful PD accreditation leading towards formal qualifications when appropriate. During imposed restrictions, we remained highly proactive in identifying/ offering pupils continued access to PE/ physical activities/ virtual sports additionally supported by the physiotherapy intervention team (personalised physio sessions, the London Youth Games/ National Indoors rowing championship). Our qualified sports coach has successfully implemented Highshore well-being diaries encouraging pupils to take greater responsibility for their own health/ well-being, pupils have responded well to this initiative, taking diaries home to share with their families.

Our enhanced curriculum offers Mindfulness, Lego Therapy, cycling club and fitness after school clubs nurturing pupils' talents, aspirations & interests. Up take in 22/23 has been noticeably higher than 21/22. Well-planned resources include health & fitness facilities (purpose-built training gym) including a drama studio/ music room, enabling pupils access to a wide range of sports/ physical activity, promoting their skills, knowledge & understanding of ways to stay healthy, & develop their life & functional skills. We work closely with our full-time sports coach, OT, & physiotherapists acting upon the advice & guidance received to improve pupils PD even further. Highly effective staff CPD enabled some staff to train as First aiders & Mental Health first aiders (St Johns ambulance) providing them with the skills & knowledge to spot the signs/ respond to MH & physical health needs of pupils. We additionally access wider Southwark MH initiatives, examining opportunities for any further advice & guidance ensuring our bespoke support remains reflective & fully informed. Our work is already demonstrating impact through identifiable changes/ presentation within pupil behaviour as reported by teachers & parents. We work closely with CAMHs colleagues, implementing their advice & guidance via pupils personalised learning programmes. The developing role of our learning mentor via an apprenticeship scheme enables wider opportunities to identify pupils who would benefit from additional support facilitating access to wider services, our provision therefore remains highly proactive/ outcome led.

Planned environmental changes includes the expansion of a new Life skills space (underpinning a more functional curriculum/ furthering accreditation opportunities) extending pupil opportunities to develop their independent living skills, preparing them further for life post school.

Developed playground resources provide wider opportunities for pupils to further their understanding of adopting a healthier & active lifestyle, self-occupancy skills, nurturing talents & interests. Refreshing the sensory equipment supports the continued development of pupil's sensory & well-being/ mental health needs. Observations undertaken evidence our impact; pupils who access such resources demonstrate further engagement in subject specific learning following baseline assessment.

Our inclusive environment meets pupil need, irrespective of age, disability, race, religion/ belief, sexual orientation, fully implementing the outcomes of the school's published equality policy, no pupil at Highshore is disadvantaged via their school offer. All pupils achievements are celebrated underpinning our school values, promoting pupil confidence/ character building, with wider opportunities to showcase their skills & knowledge. Regular reports to parents share information relating to personal gains made. We know pupils enjoy their time in school (85%), further substantiated by parents views (93% strongly agree/ agree).

Classes for more complex learners (50% KS3, 40% KS4 & 25% KS5) benefit from more personalised approaches & further supported via behaviour plans leading to bespoke provision, planned opportunities for movement/ sensory breaks further inform their school day. Our highly tailored approach enables pupils to access subject specific lessons, ensuring their fundamental well-being needs are addressed which, if left unchecked would compromise their engagement/ that of others. Members of multi-agency teams are fully involved in formulating such plans leading to informed implementation. Half termly observations/ effective use of assessment identifies the success of such plans, no pupil is disadvantaged via the bespoke approach used.

Regular meetings with a wide range of health/ social care colleagues provides effective support for pupils who have been identified 'at risk' to ensure their safety, personal development & wellbeing remains paramount. Any safeguarding information/ concerns are accurately detailed in our well-embedded recording system, information is shared swiftly; our robust process secures effectiveness within the Working Together to safeguarding children process is upheld/ evidenced.

Planned PP expenditure focuses upon wider strategies including MA collaboration to further pupil's PD, underpinning the EHCP process improving pupil outcomes further.

PSHE - Our developing curriculum outlines our intent leading to effective implementation achieved via regular timetabled sessions. PSHE themes widens/ deepens pupils understanding of healthy relationships/ respect for others with differing beliefs/ views.

SMSC/ PBVs – We recognise the importance of promoting & developing pupils awareness & curiosity actively enhanced by the example set by adults in the school, the promotion of SMSC/PBV is considered to be a whole school aim. Enrichment activities provide opportunities to promote pupils skill development, additionally evidencing ‘softer’ outcomes through our fundamental values implemented (ethos, effective relationships, collective worship, school displays, friendship charter designed by the School Council). Our school population is diverse (see school context data). In helping all pupils prepare for life in modern Britain we further their skills to learn to appropriately express their views, developing their skills within mutual respect/ tolerance to become more informed/ responsible citizens; this is achieved via the implementation of a carousel approach. Our successful delivery is further underpinned through the implementation of the Jigsaw PSHE scheme effectively contributing to pupils development/ awareness of BV’s. We are proud our pupils recognise they have planned opportunities to learn ways on how to become a good citizen developing their personal skills via bespoke targets (pupil views data 95%).

Preparing for adulthood/ making a positive contribution - Y9 EHCP targets focus on Preparation for Adulthood (PfA) linking to pupil’s interests, aspirations & continuing PD. KS4 pupils begin to access-modules of accreditation aimed to enhance learning outcomes to enable them to contribute to/ help decide their next steps (underpinned by the intent of our careers offer/ programme Talentino). Through our monitoring we have identified further focus on the purpose/ use of accreditation to ensure all modules studied strengthen pupils learning outcomes & accreditation pathways are established for each pupil. AR meetings evidence collective focus upon pupil transition; advice & guidance provided for parents/ pupils is unbiased, informative & considerate of their personal views & preferences supporting readiness for their next phase. Our proactive approach provides pupils structured experiences of potential post school life (visits from prior pupils, visiting speakers, work-based providers, college visits/ work related learning experiences/ placements) enabling them to gain a wider understanding/ idea for their future.

Our drive/ commitment encourages pupils to obtain employment/ voluntary roles post school. Case studies evidence the continued success of the school. Access to the Job Explorer Data base (JED) secures a highly proactive & tailored approach aligning pupil interests/ aspiration/ to local employment opportunities. Mapping such opportunities underpins our WRL offer, enabling as many pupils as possible to obtain employment post-school. Since the last inspection 7 pupils have been successful in finding appropriate employment within hospitality, catering, council services & administration.

Our Careers/ Community Liaison Lead maintains our focus upon high quality provision affording pupil access to career-based opportunities, fulfilling the Gatsby benchmarks. The Gatsby audit has identified that pupil aspirations and future destinations are considered when sourcing work experience opportunities. Our offer widens pupil opportunity to access the WoW enabling them to build upon their previous skills, knowledge & understanding, as working patterns have changed since Covid we have had to reassess our business links. Structured opportunities equip pupils in making decisions about their future choices/ potential employment prospects. Our WRL, Employability, Functional skills development includes internal/ external work experience (flexible programmes) & include employability/ enterprise workshops. Our work skills centre supports effective implementation which enhances our resources further, providing increased opportunities for pupils to develop, use & apply their WoW skills acquired. To strengthen our aspirational aims we have implemented a plan to develop the whole school Careers Education offer (Talentino – Careers & Enterprise). Successful work with the LA/ SEND career advisor, Southwark Education Business Alliance & the London Enterprise network identify business links, outside agency support & additional funding streams to strengthen our practice. Destination data is mapped, seeking updates on pupils who have left the school further informing our evaluative process of examining our curriculum offer/ impact upon pupil outcomes.

Evidence to support:

Personal Development Next Steps:

- To secure funding for sourcing & maintaining more adaptive bikes & playground equipment
- To review after-school & breakfast club offer so that there is a clear emphasis on health
- Implement, monitor, & evaluate use of Talentino programme for whole school careers education
- To set up & equip new Fitness Suite, enabling access during curriculum time & for staff/ families in the evenings
- To develop new Life skills space & implement a functional curriculum which supports healthy eating & choices
- To refresh equipment in sensory room so as to support pupil mental health
- Continue work paused during COVID & ensure all displays are accessible & purposeful, reflecting school aims & values

Leadership & Management: GOOD

Key words/Notes from 'good' criteria to support judgements	<p align="center">Evaluative Statements based on practice & impact</p> <p align="center">For Outstanding to be awarded the school meets all the criteria for 'good' securely & consistently.</p>
<p>Leaders have a clear, ambitious vision for a high-quality education for all pupils. Realised through strong, shared values, policies, & practice Focus on improving teachers' subject & pedagogical knowledge to enhance teaching of the curriculum & use of assessment. Practice & subject knowledge build & improve over time Pupils complete programmes of study Leaders do not allow gaming or off-rolling Leaders engage purposefully with the community & relevant stakeholders Leaders are aware of the pressures on staff; they are realistic & constructive about teacher workload Leaders protect staff from bullying & harassment Governors understand their role & carry out effectively. Governors/Trustees ensure a clear vision & strategy, resources are managed, & leaders held to account</p>	<p>Leaders/ Governors hold a clear vision for a values driven, ambitious educational offer. Our shared vision informs effective practice evidenced & celebrated daily e.g. – class practice/ whole school assemblies/ pupil achievements. High quality case studies are shared with new parents/ wider community facilitating further understanding of what we achieve in the promotion of communication, self-help/ independence, evidencing pupil progress. To further strengthen our collective aspiration, our developing curriculum, will improve teachers subject/ pedagogical knowledge, embedded assessment systems/ processes improves pupil outcomes. This informed & values led drive secures school improvement. Data sets held indicate our pupils enjoy their time in school, (85% agree); parents view data recognises the contribution the school makes in encouraging their child to be as independent as possible (97% strongly agree/ agree).</p> <p>We demonstrate strong, ambitious, & innovative leadership. SLT has quickly identified the necessary QoE/ assessment developments required, successfully leading specified MLs in their subsequent subject development via effective coaching/ mentoring. To secure accomplishment we identified extended time frames for completion, to ensure such developments were not lost whilst maintaining capacity & rigour in school improvement priorities. Leadership is successfully distributed (TLRs/ middle leaders) securing a focus upon the advancement of identified curriculum areas/ whole school CPD to successfully implement. Impact of any additional workload was fully considered; additional PPA time was provided to MLs identifying realistic/ planned time frames for completion. MLs are now highly proactive in helping to lead change particularly in the development of the curriculum as expectations of them have risen.</p> <p>CPD: Our CPD strategy is highly effective. Our comprehensive induction programme confirms staff are able to work effectively; we continue to monitor the impact of such induction to ensure it meets its ultimate purpose. Whole school CPD is aligned to SDP priorities. A recent focus upon the development of our Maths curriculum & staff CPD enabled the school to evaluate their understanding of our adopted Maths framework & their role within successful delivery. This purpose led strategy equipped staff with the skills to deliver our Maths offer; staff evaluation evidenced the effectiveness of such training upon their practice enabling new skills learned by pupils to become embedded/ extended, building upon what they know/ can do.</p> <p>Personalised CPD programmes (NPQSL) support SLT members furthering skills, knowledge & leadership behaviours to effectively underpin their role; leaders evaluated our school practice via case studies securing a further understanding of how we can improve outcomes for our pupils.</p> <p>CPD is a strength, we received the Investors in people award which acknowledged/ recognised our drive & commitment in developing our work force. Staff are supported well in their professional development, mentoring ECTs/ trainee teachers (Be ready Teacher Apprenticeship programme) & enabling 5 TAs to obtain qualified teacher status. Our high aspirations for L & M (strategically planned development of middle/ & future leaders) is successful, evidenced via our informed curriculum development leading to an improved Reading/ phonics offer. Using prior improvement, successful strategies (Maths/ Power Maths) we understand the importance of ML (subject leaders) development. SLs have been proactive in providing appropriate coaching/ mentoring support which ensures MLs are able to identify the intent of their subject area, that it is carefully planned & sequenced to secure new knowledge & skills which build on what has been taught before, therefore positively impacting upon improved pupil outcomes.</p> <p>To assist our evaluation/ reflection upon planned developments to strengthen our skill set even further, we will again, participate in a Challenge Partners peer review, sharing & capturing effective practice using & applying the valued evaluative information gained to drive school improvement even further. Our model of collaboration enables colleagues to train as reviewers to review other schools alongside the benchmarking of our own. This informed approach actively contributes towards a further appreciation of what makes an effective school/ ensure our aspirations remain ambitious. Outcomes of our planned approach assists our self-evaluation process leading to an anticipated improvement in the performance of the school.</p> <p>Reintroducing collaborative working/ external moderation (English & Maths) alongside Specialist London Partnership colleagues previously hindered by imposed COVID changes will enable continued evaluation of the effectiveness/ impact of our curriculum & subsequent assessment systems in the design of planning next steps/ differentiation. The school's actions have already secured a greater understanding of the effective use of assessment to plan next steps/ learning sequences within Maths & English.</p> <p>Through our established cycle of class/ peer observations facilitates reflection upon the impact of planned curriculum developments & impact upon pupils learning/ progress; using such opportunities celebrates high quality practice & pupil achievements. If any structured observation identifies further teacher development, we initiate well-planned/ pro-active opportunities to provide staff with appropriate coaching & mentoring support before less effective class-based practice becomes embedded.</p>

Governors ensure leaders fulfil **statutory duties** (such as the equality Act, 'Prevent', & safeguarding). School has a **culture of safeguarding** that helps **identify pupils** who may need early help or are at risk of neglect, abuse, grooming or exploitation; **help** pupils to reduce their risk; & **manage** safer recruitment & allegations against staff.

PERFORMANCE MANAGEMENT: Effective PM systems ensure successful retention of the teacher standards & the continued development of the curriculum. Where developments are required, teachers benefit from SLT coaching/ mentoring opportunities including access to appropriate CPD. TA PM currently links to development within their posts of responsibility – e.g. – First Aid alongside their performance in the Teaching, Learning & Assessment process to strengthen their class-based practice. The school values all staff & are mindful in addressing work/ life balance. Staff well-being is an important focus, planned whole school development responds to the well-being information collated during the pandemic in relation to colleagues' physical & mental health, as such, we will deliver regular mindfulness sessions/ wellbeing activities which will be monitored to ensure staff feel such sessions are beneficial to them.

COMMUNITY/ STAKEHOLDERS: We value the contribution parents/ families make in relation to their child's education to help improve pupil outcomes even further, employing an Advice Worker (AW) to work closely with families in a wide range of matters enables the school to establish strong & purposeful relations with them. Parents are able to seek the advice, guidance & support of the AW throughout the school day, enabling the school to remain proactive in meeting their needs/ enquiries. The AW undertakes appropriate training assisting their role (e.g. – CPAG Welfare Benefits and Housing training). Our Home-School Agreement details how we can all contribute to improve pupil outcomes. Our committed parents group arrange meetings & events which further strengthens our schools community. Using information obtained through our regular meetings which assist our collaborative working processes, we have identified further opportunities for workshop & training for families, sourcing external speakers & signposting to relevant sources. The impact of our work is identified through our parents view data which outlines that 92% strongly agree/ agree they are happy with the progress their child is making in school & their views are taken into account (93% strongly agree/ agree).

A key strength is our community engagement offering enhanced provision; planned opportunities throughout the school year enable parents/ pupils to access structured free holiday programmes. Our informed approach ensures continued focus upon pupils developing skills of language/ communication (SaLT led sessions) & healthy lifestyles (employment of sports coaches). Our enhanced offer will re-commence now current restrictions have eased, planning to run at least 3 programmes over the year. Leaders are proud of the school, sharing & celebrating the achievements of all. Parents are provided with clear & timely information on how their child is progressing; achieved via parents meetings & evenings. AR meetings provide additional opportunities for parents to meet with the wide range of professionals – e.g. – SaLT/ OT ensuring all aspects of pupil well-being & subsequent progress are discussed & celebrated. Parents are additionally provided with on-going updates & information relating to pupil achievements via regular newsletters, publishing such information on the web site. Parents are able to request individual meetings with the school.

PUPIL PREMIUM - All pupils at Highshore are disadvantaged; 60% of the school population are in receipt of the PP grant used to address identified barriers to learning/ progress which include Communication & Interaction, Social Interaction & Engagement. To ensure we hold the required skills, knowledge & understanding to address highly specific pupil need we have successfully adopted a strategic approach in developing pupils speech & language/ engagement skills via the employment of a SALT & OT. Our highly successful approach has secured high quality/ on-going staff CPD keeping up to date on any local & national guidance which informs & strengthens daily practice. We further facilitate the EHCP/ care plan process, securing outcomes identify planned interventions/ resources (including 1;1 support as required). Teachers are now more confident in observing pupils/ planning accordingly, all learning therefore remains highly personalised. The school tracks the progress of pupils in receipt of the PP.

Y7 FUNDING – The school is in receipt of Y7 funding aiming this towards accelerating learning within speaking & listening & social interaction. We recognise many pupils have been additionally disadvantaged by long term restrictions impacting upon their well-being/ readiness to engage/ learn; through the purchase of enhanced resources & widening of learning contexts/ experiences have led to increased periods of concentration as evidenced via the QA of structured lesson observations.

SAFEGUARDING: The school meets KCSIE compliance; our arrangements for / governance of safeguarding pupils are effective. The School Improvement Partner undertakes an audit of safeguarding as a quality assurance check of our embedded practice each year. Members of the SLT/ Gobs have received required training appropriate to their roles/ responsibilities including safer recruitment & Prevent (NSPCC workshops). Further staff training is undertaken using NSPCC on-line modules which additionally relate to our school population (managing harmful sexual behaviours in secondary schools). Our safeguarding culture is fully informed by our staff code of conduct guiding all practice. Our child protection & safeguarding policy is embedded across the school; we hold/ implement a wide range of additional policies to underpin our safeguarding practice – e.g. – intimate care/ first aid.

Our safeguarding training programme now builds in regular staff updates (15-minute refresher training each week), we additionally organise bespoke Key Stage meetings to discuss any pupil causing concern. We meet compliance frameworks requiring all staff (inc temporary staff) to read/ sign KCSIE/ the safeguarding policy. Processes to report/ record any safeguarding issues are extremely robust. Safeguarding workshops for parents aimed at outlining our safeguarding procedures including how we identify if there is a need for early help secures a greater understanding. The school is highly proactive in working/ planning with members of multi-agency teams (half termly meetings)

securing sharing of relevant safeguarding information leading to informed outcomes & processes. Our focus promotes further awareness of contextual safeguarding issues faced by our community – e.g. – sexting/ sharing mobile images (underpinned by our mobile phone policy). To further embed pupils’ skills, knowledge & understanding of ways to keep themselves safe (including on-line safety) our evolving RSHE curriculum using the revised DfE framework & PSHE association, provides discreet focus upon personal safety skills encouraging pupils to learn & develop positive healthy behaviour for life.

The school meets all SCR compliance, a yearly audit from the LA & regular safeguarding updates from Southwark authority strengthen practice; we have not received any recommendations following such monitoring visits. The DSO/ SG Gov meet half termly monitoring the impact of safeguarding processes/ practices. Leaders/ Govs are in receipt of the required safer recruitment training which additionally ensures there is an informed process if any staff allegations are made providing a clear understanding of processes to guide the school. The safeguarding Governor & DSL monitor the SCR each term. Govs are designing an agreed template to record safeguarding monitoring to facilitate greater consistency in reporting monitoring outcomes; safeguarding is fully compliant & meets the needs to the school population to very good effect. The school has an identified DSL & deputies; our organisational model includes additional focus upon On-line safety & LAC/ PLAC. The DSL works under a clearly defined roles & responsibilities. Our FSW works closely with parents ensuring any welfare needs are captured; identified needs are fully discussed with the DSL to inform if any further school-based action or internal/ external support for the parent is required.

All staff/ Govs are in receipt of safeguarding training including PREVENT; safeguarding concerns are reported promptly & addressed with immediate effect; staff have received training in relation to the Channel processes. The school diligently retains all safeguarding info relating to pupil welfare electronically (password protected); staff are updated on progress/ processes followed when they report any safeguarding concern (without breaching confidentiality). The HT report to Govs includes all relevant information relating to safeguarding; additional reports were presented which detailed the impact of COVID restrictions upon the school. Leaders & managers have been highly successful in creating/ upholding a culture of vigilance; parent surveys indicate that 98% strongly agree/ agree that their child is cared for/ safe.

GOVERNANCE: Governors are well informed of the strategic aims of the school; they work collaboratively with the school in identifying key priorities to further school improvement/ evaluate the progress the school is making. Through comprehensive reports provided by the HT / SLT, Govs are able to hold the school to account. They have a clear picture of how the school is performing in securing the strategic direction to improve pupil outcomes (evidenced in LGB minutes.) Govs demonstrate a wide skill set enabling them to diligently undertake their core functions; an audit is undertaken each year monitoring the skills/ attributes of members. Govs/ SLT meet termly, the QoE sub-committee meets each half term, MLs, present the development of their subject area to Govs (delivered on a rotational basis) in accordance with the SDP. Governors are passionate about ensuring positive outcomes for pupils; they are once again, beginning to visit the school on a regular basis working in accordance with national guidance received, recording all visits which are fully discussed at LGB meetings.

Evidence to support:

Leadership & Management Next Steps:

- Update vision case studies & promote values across the school with parents/ wider community. Review use of website/Twitter & explore new platforms in order to promote Highshore as widely as possible
- Ensure school is fully compliant with new ECF framework & that colleagues are effectively supported
- Recruit a DHT for Easter 2022, complete induction training for new SLT members during Autumn term, supporting the team by regular coaching
- Ensure all necessary training in Health & Safety, First Aid, Team Teach in order to keep the school safe & compliant
- Ensure that all new joiners have a comprehensive Induction Programme in place so that they are able to work effectively asap
- Support colleagues undertaking leadership training so as to widen school leadership capacity
- To support colleagues’ mental health through regular mindfulness, consider apps such as Headspace & regular wellbeing activities
- To provide workshops/training for families, sourcing external speakers & signpost to relevant sources
- Ensure that all new joiners have a comprehensive Induction Programme in place so that they are able to work effectively asap
- To participate in a Challenge Partners peer review & enable colleagues to train as reviewers in order to take part in reviews of other schools
- Ensure new DP’s trained & in place
- Review Safeguarding training programme, building in regular updates. Hold Safeguarding workshops for parents
- Ensure all necessary training in Health & Safety, First Aid, Team Teach in order to keep the school safe & compliant

Post 16: GOOD

Key words/Notes from 'good' criteria to support judgements	<p align="center">Evaluative Statements based on practice & impact For Outstanding to be awarded the school meets all the criteria for 'good' securely & consistently</p>
<p>Leaders construct ambitious, appropriately relevant study programmes, particularly for those with high needs, the knowledge & skills they need to succeed in life</p> <p>Curriculum coherently planned & sequenced towards cumulatively sufficient knowledge & skills for future learning, independent living, & employment</p> <p>school is ambitious for all its sixth-form students, including those with SEND & reflected in the curriculum. The curriculum remains ambitious & is tailored, where necessary, to meet individual needs</p> <p>Sixth-form students study the intended curriculum. Teachers have expert knowledge of the subject(s) & courses they teach. Teachers present information &/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught. They check students' understanding systematically, identify misconceptions & provide clear, direct feedback</p> <p>The work that teachers give to sixth-form students is demanding. It ensures that students build knowledge & acquire skills, improving & extending what they already know & can do</p> <p>Teachers encourage students to use subject-specific, professional, & technical vocabulary well</p> <p>Teachers design & use activities to help students to remember long term the content they have been taught, to integrate new knowledge into larger concepts & to apply skills fluently & independently</p> <p>Teachers & leaders use assessment well</p> <p>The environment allows sixth-form students to focus on learning. Resources & materials that teachers select & produce reflect the school's ambitious intentions. These materials clearly support the intent of a coherently planned & sequenced curriculum</p> <p>Students develop detailed knowledge across the curriculum &, as a result, achieve well. They make substantial & sustained progress from their identified & recorded starting points in their study programmes. expectations, or in the qualifications obtained</p> <p>Students are ready for the next stage of education employment or training gaining qualifications or met the standards that allow them to go on to destinations that meet their interests, aspirations.</p> <p>Students with high needs have greater independence in making decisions about their lives</p>	<p>The developing curriculum continues to build upon assessment outcomes (Highshore Steps) identified within KS4/ subsequent Post 16-year groups; it additionally widens which ensures we further prepare pupils well for life post school (including preparing for work). Through our monitoring & evaluation process we will determine the impact of coherently planned & sequenced learning which are implemented via topics. Placing pupils in tutor groups allows the pupils on the days they are in school to continue to address their developing academic skills including the development of Functional skills leading some to sit Entry 1 – 3 tests. Discreet focus upon subjects outside the subject specific curriculum include WRL/ Work experience/ visits, life skills, Relationships & RSHE (including personal safety), Enterprise (Handmade@Highshore), Health & fitness, Careers Education & college links are underpinned by modules of accreditation. Our progressive curriculum (work experience/ life skills introduced within KS4) informs provision, wider learning environments enables pupils to use/ apply, generalise skills learned.</p> <p>Pupils have Literacy & Numeracy targets; reading remains a priority focus leading some pupils to study a social sight (SS) vocabulary which will be developed further by the school to secure effectiveness in reading for purpose. Development will lead to the publication of a bank/ library of SS vocabulary linked to P16 'subjects' further securing functional reading through the identification of key vocabulary across the curriculum/ subjects studied.</p> <p>Curriculum maps produced outline potential accreditation modules which help inform implementation, further development is identified. Current accreditation routes enable pupils to hold/ develop personalised portfolios. Prior assessment/ accreditation data is used to determine access to courses/ modules delivered leading to an identified progression route (e.g. – award, certificate, or diploma). Through the effective monitoring of our provision, we have identified next steps to strengthen our offer even further. Working collaboratively with Southwark transport, some pupils are provided opportunities to develop their travel independence skills/ travel training when assessment (which includes health/ safety risk assessment) determines suitability.</p> <p>The curriculum is monitored to ensure it is ambitious & remain relevant, the destination data held is identifying that 21 of 22 pupils transitioned successfully to their chosen destinations. Transition planning is a strength of the school working successfully with local colleges & social care providers to plan for successful transition at 19. Careful monitoring of post school provision/ destination of leavers allows our school to challenge the relevance of the curriculum offered & accreditation route undertaken securing an informed quality assurance framework. Former pupils revisit the school providing opportunities for school peers to find out more about life post school & what they have achieved, widening & raising ambition/ aspirations. The school employs one former pupil & offers voluntary roles for people with SEND working within identified schemes. Pupil data indicates they know they learn lots of new things (81%).</p> <p>On-going monitoring of external provision identified tensions when examining the impact of the college offer particularly upon how it improved pupil outcomes/ represented value for money (college provision 20% school week). It was clearly identified that the FE college accessed by students was not providing an offer which strengthened students learning, building upon what they know/ can do. As a result, the school took the decision to move to Lewisham College where many of our complex and more able pupils transition to after Highshore. We have a link with Roots & Shoots providing informed opportunities for pupils to access enhanced provision – e.g., – horticulture college. Again, we are evaluating the impact of this placement during 2022/23.</p> <p>Staff CPD secures relevant skills/ training/ qualifications to effectively implement our offer; training includes health & safety, food hygiene & accreditation.</p> <p>Pupils interests & aspirations are complimented via the study of music/ drama (including performances) & work-related learning/ experience including work place visits, we identify this as a strength of the school. Meaningful work experience visits & placements (documented within pupils personalised learning portfolios/ underpinned by informed accreditation modules) secure equity of offer are now being re-introduced in greater</p>

Students have **high attendance** & are punctual. Attitudes to their education are **positive**
The sixth form **prepares** its students for **future success** in education, employment, or training, providing **unbiased information** to all about potential next steps; **high-quality, up to date, & locally relevant** careers guidance, & opportunities for **good quality, meaningful encounters** with the world of work

numbers. Our success in developing Work Experience Pathways has been recognised through the Southwark Schools Excellence Award for Innovation & Collaboration. We are proud of our offer as it has enabled 13 pupils to obtain employment post school since our last inspection. The informed approach of our curriculum development & subsequent delivery/ collective focus on seeking post-school employment opportunities, is further strengthened by our Careers lead & Work Experience Coordinator. School based development is further informed via our Gatsby audit. Working collaboratively with external providers enables further successful monitoring of the success of the curriculum, liaising with placement providers & families, ensure placements are a success in encouraging pupils to apply/ generalise their learning. Enterprise education is a strong feature. Effective implementation provides a very hands-on way for pupils to apply & develop their skills within innovation, communication & problem-solving further encouraging their personal development, learning of the active contribution they can make/ work successfully as part of a team. Fundamental skills within financial capability/ economic understanding are strengthened encouraging pupils to learn they can take risks & develop pride in their achievements. Our curriculum provides pupils with opportunities to apply their academic, communication & life skills in school, at home & in the community to enable them to achieve as much independence as possible. The life skills element of our curriculum continues to address pupils development of Healthy lifestyles & life skills incorporating opportunities to further develop hobbies & interests (e.g. – Music/ swimming/ after school club/ whole school performances etc).

Evidence to support:

Post 16 Next Steps:

- To evaluate the impact and value for money of College/ Roots & Shoots on pupil learning & development
- Following COVID, re-establish meaningful W Exp & partnership links with external organisations: - NYT, LEAN, Fooditude & other partners
- Carefully target external examinations & review exam offer so that pupils achieve as much success as possible